



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	15K261
School Name:	PS 261 PHILIP LIVINGSTON SCHOOL
Principal:	ZIPPORIAH MILLS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 261 Philip Livingston School School Number (DBN): 15K261
School Level: Elementary Grades Served: Pre K-5
School Address: 314 Pacific Street
Phone Number: 718-330-9275 Fax: 718-875-9503
School Contact Person: Zipporah Mills Email Address: zmills@schools.nyc.gov
Principal: Zipporah Mills
UFT Chapter Leader: Marissa Torres
Parents' Association President: Jessica Trauner
School Leadership Team
Chairperson: Jessica Safran
Student Representative(s): N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 102 Cluster Leader: Christopher Groll
Network Number: 718-935- 4128 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zipporah Mills	*Principal or Designee	
Marissa Torres	*UFT Chapter Leader or Designee	
Jessica Trauner	*PA/PTA President or Designated Co-President	
Carmen Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Catherine Pacilio	Member/ Teacher	
Jessica Safran	Member/Parent	
Kim Tulloch	Member/Teacher	
Rachel Cohen	Member/ Parent	
Lindsey Frey	Member/ Teacher	
Regina Stone	Member/ Parent	
Jamie Silberstein-Pandolf	Member/ Teacher	
Sue Lee	Member/ Parent	
Jodi Park	Member/ Teacher	
Amy Huggins	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 261 is a part of the Boerum Hill community in Brooklyn in District 15. We serve Pre-K – 5 with approximately 810 students attending with the demographics - 5% Asian, 27% Black, 26% Hispanic and 38% White. Public school 261 is committed to diversity, serving a multi-ethnic and multi-socioeconomic community

PS 261 is a place where children develop a lifelong love of learning in a nurturing, safe, collaborative and enriched educational environment. We believe students learn best through real life and culturally relevant activities. We believe learning is a social activity and the social life of the school is center to learning.

The mission of 261 is to go beyond college and career readiness by developing committed citizens of the world, who are intellectually confident, artistically expressive and socially sensitive within the following framework.

Rigorous Instruction:

- Looking at student work in the data team meetings and creating next steps in learning and instructional gaps. thus, customizing instruction.
- Creating benchmark assessments to reflect on student progress and instructional gaps
- Aligning reading, writing and math calendars using the CCLS and student work embedding time to reflect on teacher best practices in vertical team meetings
- Using student rubrics, self-assessments/teacher assessments to reflect on work and next steps
- Having related service providers push into classrooms giving them time to reflect with teachers on student progress

Supportive environment:

- Each classroom using the habits of mind as a tool to create safe intellectual classrooms where by developing a culture where children fell safe, supported and challenged by their teacher and peers.
- School community developing a common language that builds on the emotional, intellectual and social community within classrooms giving students agency and indepenence around their school lives. (Peter Johnston, Choice Words)

Collaborative Teachers:

- Embedded time for teacher meetings to review data, meet around teacher needs and the arts
- Bi-weekly -Staff Development Team – provides reflection and feedback on staff development and ways to improve teacher practice.
- Vertical teams embedded in schedule – Literacy, math and social studies reflecting on curriculum maps, units of study improving on the development of skills, concepts and ideas from prek-5

Effective School Leadership:

- Admistrative book groups around pedagogy developing a culture of learning.
- Teacher observations and feedback sessions improving on teacher practice
- Structures set up where regular student sessions occur with at risk students with the school guidance

counselor, school psychologist and social worker. These sessions are weekly.

- Administrative led meetings/workshop around teacher development
- Administrative led data meetings with grade levels, data team and entire staff to improve instructional and learning gaps

Strong Family-Community Ties:

- Parents as learning partners – school-wide
- Learning leaders - school wide
- PTA
- Annual -Wine Tasting and Auction – proceeds go to entire school programming
- Corporate Projects, NBA affiliates, New York Cares
- Global Language Project K-3
- Arts connections – school-wide
- Studio In a School – Upper Grades
- Box Out Bullying – entire school
- Legal Lives – 5th grade
- Relationships are Elementary – entire school
- Arts Day - February

School Strengths:

- **Environment** – 261 is a safe building with print rich classrooms and high quality student work.
- Social and Emotional Focus - 261 classrooms reflect a focus on social emotional needs of students. Classroom language throughout the school reflects positive, reflective empathetic environments.
- **Parent Engagement** – There is a high level of engagement from parents on the classroom level to a school wide level. Parents participate in classroom celebrations, learning leaders, parents as learning partners, along with school fundraising providing programming for all students.
- **The Arts** – 261 has a rich arts program including two music teachers, two art teachers and one dance teacher. In addition, a school band-beginning and advanced, a school chorus- beginning and advanced and dance club- beginning and advanced.

Outside Art Partnerships -

1. Metropolitan Opera- for grades 4 and 5
2. Carnegie Hall – recorder program grade 3
3. Guitar Program for 3rd grade

- **Teacher Teams- Collaboration** - Data team, grade teams, vertical teams, staff development team,
- **Teacher leadership and development** – Content leaders with scheduling support and administrative support

Most Growth:

- School Leader Practices and Decisions –

Structures set in place where there is the most improvement :

1. Grade level Teams – meet weekly to look at student work in reading, writing and math.
2. 9 week data cycles determining instructional and learning gaps with the development of an action plan and systematizing protocols for looking at student work
3. Data Team – meet and plan once weekly looking at school wide assessments to determine trends, gaps and strengths.

4. Data Website – A central place to look at data and notice classroom progress across the entire school.

15K261 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.9%	% Attendance Rate		93.4%
% Free Lunch	41.0%	% Reduced Lunch		3.1%
% Limited English Proficient	8.3%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander		5.9%
% White	38.4%	% Multi-Racial		2.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection:
 PS261 has always and continues to be a very hard working and collegial environment where grade level teams meet regularly to discuss curriculum. Since 2010, 261 teachers have been meeting weekly and engaged in inquiry. This year all staff has been introduced to structures and protocols to support teams in looking at student work. Over the past 2 years we have created a math vertical team and this year we have implemented a writing vertical team with the help of our literacy staff developer, Isoke Nia.

Priority Needs:

- Expand Monday data team meetings to include SETSS, ESL teachers and Specialists.
- Create and expand the Vertical Math, Literacy, and Writing teams. The goals of the teams will be to develop teacher leaders in specific instructional areas, to prioritize school-wide goals, streamline the pacing calendars, and create a toolkit of best practices to share with rest of staff.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom teachers, SETSS, ESL teacher and Specialists will participate in data team meetings. Through the use of structured protocols and the development of the vertical/horizontal teams, teachers will be able to

identify and share best practices across grades.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Expand Math, Data, and Literacy Vertical Teams	Grades k-2 Grades 3-5	Sept. – Nov.	Principal, APs
Streamline pacing calendar with all teams	Grades k-2 Grades 3-5	Sept. - June	Principal, APs
Develop rubrics with vertical teams	Grades k-2 Grades3-5	Sept. - June	Principal, APs
Create best practices toolkit with teams	Gradesk-2 Grades3-5	Sept. - June	Principal, APs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday afternoon PD time, subs for teachers to meet with the staff developer and in teams during the school day, the staff developer in math and literacy.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- The vertical writing team will meet-11/20, 12/11, 1/14,2/11, 3/11, 5/13, 6/10
- By the February 2015 all K-5 pacing calendars will be aligned.
- By February 2015 the Math vertical team will have the Problem solving rubric completed

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection:

We have since developed a student behavior plan that not only supports students but the teachers as well to positively support student success.

Priority Needs:

- Create follow thru with Box Out Bullying
- Work alongside the SLT in creating and measuring progress through teacher, student, parent surveys
- Ensure 100% participation of student behavior plan by teachers

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 261 will have fully implemented its school-wide student behavior plan resulting in a 5% increase under agree/strongly agree on the Learning Environment Survey that order and discipline are maintained.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create and implement a character education intervention plan based on BOB with prek-5	Grades pre-K-5	Sept. - June	Guidance Counselor, APs, Principal
Create a detailed follow thru plan for Box Out Bullying	Grades pre-K-5	Sept. - June	Guidance Counselor
SLT to communicate behavior plan to parents	Prek-5	Sept. - June	SLT and PC
SLT to develop survey to measure progress of character education/behavior plan	Prek-5	Sept. - June	SLT and PC

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher time, subs, minor schedule adjustments

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, implementation of at least 1 unit/activity will be implemented from BOB

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection:

Last year during cabinet meetings, we looked at the pedagogical levels of staff in literacy and math. Through our observations, teacher feedback/dialogues along with looking at the CCSS and additional data, we set out to design Literacy professional development that fit the needs of individual teachers. Staff developers Isoke Nia and Dorothy Barnhouse were hired for 15 days and provided Professional Learning that addressed the varied needs of each teacher. Scheduling was flexible in order to differentiate staff development in the building.

We are always looking for ways to provide opportunities to build teacher capacity in the school building. In math, our math leaders attend Design Your Own-Implications Network meetings at City College where they look at student work that is intended to drive instruction. Teachers discuss next steps for individuals and groups of children helping to develop differentiated classrooms and meet the new CCSS. Furthermore, Metamorphosis, a mathematical think tank with Tony Cameron, exposes our teachers to current mathematical research, provides opportunity to observe master teachers in our network, and helps us assess our curriculum and its alignment with the CCSS. It is also allows us to communicate with other schools on benchmarks, assessment tools, mathematical strategies, inquiry and small group work, thus further developing each teachers ability to differentiate.

Math Leaders have been designated on each grade. These leaders are selected for their expertise in content knowledge and teacher practice, as well as leadership capabilities. Each math leader is provided with specialized staff development - they are each part of an Advanced Learning Community on their grade. The goal is to continue to develop these teachers so that there is a math leader and curricular specialist on each grade.

Math leader’s turnkey information by providing workshops for teachers as well as parents. Some of our teachers have

presented on a national level at the NCTE. In addition, their classrooms serve as lab sites for others to observe.

These structures have been designed to help build teacher content, to help our teachers hone their observation of student work and next steps, to develop an inquiry mind set, to build capacity and ultimately improve student performance.

Priority needs:

- Building leadership capacity within the vertical teams
- Further expanding the role of the SDC
- Build in "share time" for all of the teams to share with the whole staff

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 261 will create Professional Development supports based on inquiry findings, data trends, assessments, informal observations to support teacher pedagogy through staff development to address the needs of SWD/ELL's in grades 2-5 resulting in a 3% increase in 2014-2015 NYSESLAT scores and 3-5 ELA scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Cabinet and Vertical teams will expand to include ESL and SPED teachers and will look at data to determine trends and instructional gaps.	SWD/ELL's	Sept. - June	Principal, APs, Data team
The SLT will work on creating surveys to poll parents of ELL's and SWD to ensure that they are informed and supported.	SWD/ELL's	Sept. - June	SLT
The SDC to discuss/evaluate next steps and PD supports.	SWD/ELL'S	Sept. - June	SDC
Frequent check ins with both ESL and Special Education teachers to report progress	SWD/ELL's	Sept. - June	Principal, APs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tuesday SDC meetings, staff developers, sub coverage to meet with teachers/staff.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.
7. By February 2015, Specific gaps/trends will be identified and next steps will be determined

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection:

As an administrative team we have revised our school mission and have met with staff to share what the vision looks like in the classroom. Since our last review we have improved in several areas, such as; the development of a data system, revised/shared our mission, exposed/taught teachers to look at student data, made use of the talent coaches to expose the teachers to the Danielson Framework and thanks to the SLT, brought back Box Out Bullying.

Priority needs: Development of Three Tier Data System

- Tier 1-Grade Level Teams-3 9 week cycle
- Tier 2-Data Team- AP, AP in training, Data Specialist, Parent Coordinator
- Tier 3-Administrative Team

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, PS261 will develop and implement an online data reporting system for teachers and administration. This system will allow teachers to input and analyze reading and testing data categorized by individual student, class, grade and school. Reading data will be formally captured, entered and analyzed four times each year (10/24, 1/9, 3/20, 6/12) to determine next instructional steps. It is the expectation that 100% teachers participate. This will be evidence by attendance and online reporting monitoring.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Tier 1- Grade level teams will meet weekly to look at student work in ELA and Math using Data Into Action. Data entry will occur 4 times each school year.	K-5 and Specialists	Sept - June	All administrators and teachers
Tier 2-Data Team-Developing and training teachers to input, navigate and determine classroom level trends, gaps and strengths for their students.	K-5 Classroom teachers	Sept. - June	Data team
Tier 3- Administrative team- Responsible for looking at Tier 2 data in order to make instructional decisions, provide meaningful support, organize staff development and proper interventions.	All staff	Sept. - June	Principal, APs
Monthly meetings of grade level teams, data facilitators, and SDC to share findings, and present data.	Grade teams	SDC meeting monthly	SDC Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The use of the contractual Monday PD time, additional mass preps to allow teachers to look at student data, using the Tues afterschool time for SDC meetings, Gerald Piper, parent coordinator, ongoing assistance in the development of the data website.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 14, 2015, 100% of all classroom teachers will have entered to rounds of F&P levels on their students and 100% of grade 4/5 teachers will have analyzed both the ELA/Math item skills analysis. As well as administration will have identified the instructional gaps/needs of grades 3-5 based on the item skills analysis and classroom observations. Progress monitoring will be monitored every Monday in grade level team meetings and monthly at the SDC meetings.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection:

PS 261 has already implemented several programs to increase ELL parent involvement. We translate all materials that are sent home. We have specifically hired a multi-lingual staff (Spanish, Chinese, Arabic). We regularly evaluate the needs of our parents based on word of mouth, requests, review of parent surveys resulting in a departmental "must haves". We have a school website for those who have access to a computer at home. If families do not have technology at home we have designated 3 computers in our parent coordinator’s office for families to use during the school day. We communicate to families via notes in the backpacks as well as phone calls using the phone messenger system. We work with several Community Based Organizations such as New York Cares and the Global Language Project that support both the school and our ELL families. Both organizations hold orientation meetings with parents prior to any class or project, and also provide translation.

Priority needs:

- Have parent coordinator expand outreach to ELL parents by hosting ELL specific parent coffees and reaching out more to community organizations serving those communities
- Use both ESL teachers to do parent workshops to build the home/school relationship
- Utilize the SLT to help in the outreach of communicating and translating to build home/school relationship

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS261 will have established a system to increase the involvement of non-English speaking families into the school community. We will increase parent involvement of non-English speaking parents by 3% as evidenced by attendance at PTA, Parents as Learning Partners, and other school-wide programs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Coordinator to translate memos and website	All non-English speaking parents	Sept. - June	PC, ESL team
Parent Coordinator to host ELL parent events to target specific needs, and to create a more welcoming environment	All non-English speaking parents	Sept. - June	PC, administrative team, ESL team
Have the SLT sponsor monthly morning coffee and tea	All non-English speaking parents	Sept. - June	SLT
Classroom teachers to translate and provide teacher led workshops with translation for students of non-English speaking parents	All non-English speaking parents	Sept. - June	Classroom teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Faster translation of memos and teacher communication, minor schedule adjustments,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the school’s Parent Coordinator will host at least 2 morning coffees with non-English speaking parents.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom 1/3 grades 1-5	Orton Gillingham Small group guided reading	Small group	After school
Mathematics	Bottom 1/3 grades 1-5	Small group guided math	Small group	After school
Science	Teacher observations	Differentiated instruction	Small group	During school hours
Social Studies	Teacher observations	Differentiated instruction	Small group	During school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	5 th grade social group with school psychologist At risk counseling grades 1-5 with school guidance counselor	Book Club	Small group	During school hours

15K261 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.9%	% Attendance Rate		93.4%
% Free Lunch	41.0%	% Reduced Lunch		3.1%
% Limited English Proficient	8.3%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander		5.9%
% White	38.4%	% Multi-Racial		2.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

15K261 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			93.4%
% Free Lunch	41.0%	% Reduced Lunch			3.1%
% Limited English Proficient	8.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	38.4%	% Multi-Racial			2.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4			45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K261 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			93.4%
% Free Lunch	41.0%	% Reduced Lunch			3.1%
% Limited English Proficient	8.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	38.4%	% Multi-Racial			2.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4			45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K261 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate		93.4%	
% Free Lunch	41.0%	% Reduced Lunch		3.1%	
% Limited English Proficient	8.3%	% Students with Disabilities		21.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American		26.8%	
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander		5.9%	
% White	38.4%	% Multi-Racial		2.9%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.1	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		45.0%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	YES	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

15K261 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			93.4%
% Free Lunch	41.0%	% Reduced Lunch			3.1%
% Limited English Proficient	8.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	38.4%	% Multi-Racial			2.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4			45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K261 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			93.4%
% Free Lunch	41.0%	% Reduced Lunch			3.1%
% Limited English Proficient	8.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	38.4%	% Multi-Racial			2.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4			45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K261 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			93.4%
% Free Lunch	41.0%	% Reduced Lunch			3.1%
% Limited English Proficient	8.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	38.4%	% Multi-Racial			2.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4			45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual

identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 261 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by

prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 261
School Name The Phillip Livingston School PS 261		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Zipporah Mills	Assistant Principal Jackie A. Joseph/Sara Apfel
Coach Marcy Mattera- Math Coach	Coach N/A
ESL Teacher Evelyn Aleman/Nina Fan	Guidance Counselor Christina Camaro
Teacher/Subject Area Marissa Torres GR.5	Parent
Teacher/Subject Area Judy Salazar-SETSS Teacher	Parent Coordinator Gerald Piper
Related Service Provider Lindsay Rosenberg- Speech Ther	Other
Network Leader(Only if working with the LAP team)	Other Kristtel Rocha-Biling- Speech

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	514	Total number of ELLs	65	ELLs as share of total student population (%)	12.65%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	4	4	2	4	5	4								23
Push-In						1								1
Total	4	4	2	4	5	5	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	38
SIFE	3	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	14

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24	1		28			14	2		66

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	1	0	28	0	0	14	2	0	66
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	6	7	9	11								39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	5	5	2	2	5	6								25
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
TOTAL	10	8	8	9	14	17	0	66						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	2	3	7	7								24
Intermediate(I)	1	2	3	3	4	6								19
Advanced (A)	7	2	3	3	4	4								23
Total	9	8	8	9	15	17	0	0	0	0	0	0	0	66

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I		1	2	2	1	2							
	A		1	2	4	1	5							
	P			1	2	10	6							
READING/ WRITING	B		2	3	6	4	3							
	I			2	1	6	8							
	A				1	2	2							
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2			14
4	11				11
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		2						10
4	11		1						12
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		3	1		1	8
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S 261 uses the data from several sources such as NYSESLAT, ARIS, ATS, and ELL Periodic Assessment to differentiate instruction for students acquiring language. The teachers at P.S. 261 also uses Teacher's College running records (Fountas and Pinnell), DRA, informal observations and attendance as a means to assess early literacy skills for ELLs. Currently, ELLs are reading below level as well as

writing below level. Roughly half of our ELLs also have IEPs. We have continued to notice that our ELL's conversational language and overall participation in classroom lessons have decreased due to an increase of new ELLs. With the exception of the bus strike in 2012, the attendance for ELLs is stable. During the bus strike there was a decreased ELL population since they were dependent on the buses as a means of transportation. Other than during the bus strike, ELLs come to school on a consistent basis regardless of proficiency levels. NYSESLAT data reveals that ELLs and their teachers need to focus on writing. Consistently, ELLs score lowest in writing than in other modalities. The ESL department has begun an ESL inquiry group in order to focus on the needs of the students and ensure that teaching is aligned with the Common Core Learning Standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

See question 3

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Questions 2 and 3

According to the LAB-R, beginner ELLs are need to work on all four modalities of the NYSESLAT. The intermediate and advanced students need to focus on writing and decoding. PS 261 has been using Reading Reform for all Kindergarten and first grade ESL students. Periodic Assessment data suggests that the 3rd and 4th graders are scoring between 51% and 75% on the assessment. All 5th grader students are within the 26% to 50% range. Based on the data from the item analysis by grade the students discussed above are ELL students with IEPs in 12:1 self-contained classes. Several intervention programs have been put in place and continue to operate since 2011.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. The patterns noticed across all proficiencies and grades is that the students have a difficult time developing academic language. Since it takes approximately 5-7 years to develop CALP (cognitive academic language proficiency) many students have difficulty in the reading and writing sections of the NYSESLAT, but do far better in the Listening and Speaking portion. Focus on reading and writing is important to ensure that the ELLs will continue to advance in language acquisition. Since ELLs are in freestanding ESL programs they do not take tests in their native language.

4b. The school leadership and teachers use the results of the ELL Periodic Assessments to properly assess the strengths and weaknesses of our ELLs. PS 261 is able to use the Periodic Assessments to target deficiencies and support ELLs with targeted skill.

4c. Many of our ELLs in the upper grades are students with disabilities. Using differentiated instruction and focusing in the four modalities would help to strengthen their language acquisition. Looking at the Periodic Assessments, we learned that we need to focus on improving writing skills, reading comprehension, grammar and teaching students to infer. Individualized attention and small group instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

By requiring that all parents fill out the HLIS, we identify ELLs as soon as they begin as a new student in the New York City school system. If they are indeed an ELL, then they begin receiving services with the ESL department. In both ESL and classroom classes, ELLs are assessed in literacy and competency skills in their classroom. ELLs also receive targeted instructional support in conjunction with language support. Language is taken into consideration when students are not meeting grade standards. PS 261, uses guided reading as one form of RTI. By using guided reading targeted instruction can be not only directed at ELLs, but working in a small group setting, the ELL providers, Nina and Evelyn can properly assess each student. Each student has a guided reading file in a binder and the ELLs providers can use this data to see the strengths and weaknesses of the students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

During the beginning of the school year, PS 261 uses the data taken from the Home Language Information survey, the informal interview and the ELPC screen of ATS to determine the second language needs of the students. The classroom teacher and the ELL providers work closely with each other to make sure each student's needs are being met. The administration ensures that there are plenty of resources for ELLs to uses both tangible materials and online resources.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At the beginning of the year, the ELL providers, Evelyn Aleman and Nina Fan, look at the results of the NYSESLAT and NYS ELA exam to see what the students need to work on. Once the teachers have the TC running records/DRA, attendance, they are given to the ELL providers to analyze, as well. The ELL providers assess the ELLs students to ensure that the students are successfully understanding the topics covered. It is challenging for the ELL-SWD to meet the AYP, however other ELLs generally meet AYPs.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
To identify new ELLs at PS 261, all parents of any new admits to the New York City Public School system are given the Home Language Identification Survey to fill out. If the parents speak a language other than English and the HLIS is available in their home language, then it is given to them. At the time the survey is given, a licensed pedagogue, Evelyn Aleman or Nina Fan (who are both TESOL licensed teachers), are trained to identify ELLs. The ELL teachers work in conjunction with the parents to fill out the form as accurately as possible. The ELL teachers assist the parents on how to fill out the HLIS. If translation is needed, Evelyn Aleman can translate for the Spanish speaking parents. Heba Omar, a paraprofessional, translates for the Arabic speaking parents in the presence of one of the ELL providers. If Chinese is needed, Nina Fan, the ELL coordinator will translate. For all other languages, if there is no one to translate, then the ELL providers will try and accommodate each language by checking the Department of Education website for the eleven most commonly spoken languages in America or finding a translator. The ELL teachers will also perform an informal interview to establish whether or not the child will need to be given the LAB-R based on both the survey and interview response. If the survey indicates that the home language is something other than English or if it is both English and other language, and the student's informal interview shows that the LAB-R is needed, then the student is given the LAB-R to assess the students' language skills. If the parents indicated that Spanish is the home language, then Evelyn Aleman, the ESL teacher, administers the Spanish LAB to establish language dominance for Spanish speakers. Both LABs are completed within the first ten days of school. Nina Fan and Evelyn Aleman analyzes the results of the LAB-R to determine the amount of time that the students will be serviced and the levels of each student. The ESL teachers make copies of the HLIS and the LAB results. These copies are placed into the ESL binder in the ESL classroom. The HLIS originals are placed in the main office, while the LAB-R and the Spanish LAB results are sent to David Raphael.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
At the start of each school year, after registration, parents of students that are identified as ELLs by the LAB-R, are invited in to learn more about the various programs NYC has to offer. PS 261's ELL department, which consists of Evelyn Aleman and Nina Fan, are responsible for sending home brochures provided by the DOE website, which includes a brief explanation of each program. The ELL providers also send home an invitation for orientation, entitlement letters, parent survey and selection form. If a student does not qualify for ELL services, a non-entitlement letter is sent home. At the same time, previously identified ELLs will receive either continued entitlement letters, or non-entitlement letters, if they scored proficient on the NYSESLAT. When the parents attend orientation, they are given the same packet that was sent home, if needed. The ELL providers then explain to the parents that New York City offers a choice of freestanding ESL, Transitional Bilingual, and Dual Language programs. They are told that PS 261 currently offers freestanding ESL, which generally has students from many different native-language backgrounds and English is the only common language among the students, but native language support is used, when ever possible. The parents are free to choose the program that serves their child best. We tell the parents that in a transitional bilingual program the students receive Native Language Arts along with an English as a Second Language component. The Transitional Bilingual Program was designed so that students can develop conceptual skills in their native language as they learn English. In the first year of a Transitional Bilingual Program, TBE students should receive 60% of instruction in their native language and 40% in English. The Dual Language Program serves both ELLs and student whose first language is English and are interested in learning a second language. This model would allow students to become bilingual. Students in Dual Language Programs would receive half of their instruction in English and half in

the second language. If they choose either Transitional Bilingual or Dual Language Programs, then they are given two options. The first option is that Evelyn Aleman and Nina Fan, the ELL providers will find an alternative school that meets their standards. The second option is that they can choose to allow their child to remain at PS 261 and, if 20 students of the same language and grade level show interest in transitional bilingual or dual language programs then one will be created and a letter will be sent home in both English and the home language. The parents also watch the orientation video during orientation. The orientation video is provided on the Department of Education website in eleven different languages. Since the ESL room has three computers multiple videos in different languages can run at the same time, so that we can best accommodate the parents, will be given the survey where they choose which program to place their children in. If the parent does not attend orientation, then Evelyn Aleman or Nina Fan will contact the parent at home. If translation is needed, Heba Omar, an Arabic speaking paraprofessional, will translate in Arabic. Evelyn Aleman, ELL provider, will translate for Spanish. Nina Fan, ELL provider, will translate for Chinese. If all means of communication has been exhausted and the parents did not choose a program for the child, then they are This process is completed within 10 days of school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

When the parents are invited to attend orientation for parents of newly enrolled ELLs, by the ELL providers, Nina Fan and Evelyn Aleman, a packet including the ELL Parent Brochure, Parents' Preferred Language Form, Entitlement letter, Parent Survey and Selection Form is sent home. The packet does not need to be filled out until after orientation, but the parents should bring the packet to orientation. If they did not receive the packet, there are extra copies at orientation. As stated in the response to question 2, this orientation outlines the freestanding ESL, Transitional Bilingual and Dual Language programs available to ELLs in the New York City school system. The ESL department, Evelyn Aleman and Nina Fan, are responsible for ensuring the parents understand the different programs offered. The parents fill out the forms at the orientation and return the forms prior to leaving orientation. When the ELL providers receive all the forms copies are made and the originals are put in the student's file. The copies are placed in the ESL binders. Once that has been completed the Placement Letters are sent home confirming the parent's decision and a copy is kept both in the student's file and in the ESL binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At orientation parents are informed of the three available programs in NYC schools. Once the parents make their decision and the Parent Survey and Program Selection form is returned, then the Placement letters are distributed to the parents. PS 261 keeps the Parent Survey and Program Selection forms, Placement Letters in the student files and the ESL binder will also have a copy.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in the spring. The Assistant Principal, Sara Apfel, along with the ESL teachers, Evelyn Aleman and Nina Fan are responsible for administering the test. First, the ELL providers run the RLER on ATS to determine the number of students that will take the NYSESLAT. Then the ELL providers and the Assistant Principal and The NYSESLAT will determine if the students will continue to receive ESL services for the following school year. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no bigger than 12 on three different days. These three days covers the reading, listening and writing modalities. Speaking is tested throughout the month since it must be done individually.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The most popular program in this school is the freestanding ESL program. During the parent orientation, Evelyn Aleman and Nina Fan outlines the three programs for the parents. If translation is needed Evelyn would translate for the Spanish speaking parents, while Nina would translate for the Chinese parents. Heba Omar would translate for the Arabic-speaking parents. The current trend in parent choice is the freestanding ESL program. At this time, there are not enough students to open a bilingual program, however, should the numbers change, PS 261 will re-evaluate the programs. The trend in parent choice is that the parents most often choose freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

PS 261 implements a push-in/pullout model for freestanding ESL instruction. After Evelyn Aleman and Nina Fan evaluate the students, they decide which groups to teach. Beginner and intermediate students receive 360 minutes of instruction while advanced students receive 180 minutes as per allotted based on the NYSESLAT. Evelyn works with the younger students while Nina teaches the upper level students. Evelyn pulls-out the students, while Nina pushes in and pulls out. The current freestanding ESL program has 65 ELLs. There are no self contained ESL classrooms at this time. The students are in K-5 classes with about 20-25 students per class. The freestanding ESL program currently serves 65 students using push-in and pull out. Pullout is separated by grade and language level. The push-in class is a bridge 12:1 class. All other students are in general education or ICT classes.

At PS 261, two ESL teachers service the 65 students. Evelyn Aleman is full time and pulls out five days a week. She teaches K-5 using a variety of methods including using guided reading, Leaptrack, Rosetta Stone, Words Their Way for English Language Learners. Nina Fan is the part-time ESL teacher. She mainly works with the 4th and 5th grade students. She also uses guided reading, Words Their Way and focuses on writing skills, which is the most difficult modality for ELLs in the NYSESLAT.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELL providers pullout and push-in for the mandated numbers of instructional minutes. Begininers and intermediate students receive 360 mandated minutes, while advanced students receive 180 mandated minutes of ESL instruction per week. For ELA, students at the Advanced level receive 180 minutes of ELA per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELLs stay in the classroom to receive content area instruction. The instructional methods include differentiated texts to support reading levels, guided reading, various graphic organizers, and text-rich environments. All teachers use the Teacher's College workshop model. The model includes mini-lessons that have teacher modeling, scaffolding and independent practice with

conferring. On going assessments include reading and writing conferences. ESL teachers

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since we do not offer a bilingual program at this time, ELLs are not evaluated in their native language. The only exception is when the Spanish speaking students take the Spanish Lab. The Spanish Lab determines language dominance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriately evaluate ELLs in all four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a.SIFE students receive Early Jumpstart and mandated hours. They are chosen for an after school ESL program where they focus on studying strategies. Beginning in spring there is a Saturday test prep program.

6b. Newcomers are paired with English-speaking students from a similar background, if possible. If not, then they are paired with students who enjoy helping their peers. This is a mutually beneficial relationship where both students learn from each other. Newcomers can learn nuances of American culture from their peers in an academic environment. Their peers are exposed to a different point of view. Newcomers literate in their native language can use the strategies they learn in their native language and apply it to English. New comers also attend Early Jumpstart, after-school programs and the Saturday test prep.

6c. ELLs are separate by levels, in order to focus on similar levels. Allowing ELLs with similar proficiency levels to work together allows the ELL providers to focus on learning strategies. ELLs are invited to the Saturday Scholars program, which is a literacy and language program taught by the staff of Global Language Project.

6d. Long-term ELLs receive an additional 37.5 min of small group instruction three days a week. We have an inquiry group that focuses on writing throughout the school year for long term ELLs along with ELLs that have been here for 4-6 years.

6e. Former ELLs are allotted extended time for city exams for two additional years have scoring proficient on the NYSESLAT. ESL teachers also keep in touch with the teachers to ensure former ELLs are not struggling in classes. Former ELLs are also allowed to test in a separate testing environment. Former ELLs are entitled to a third reading of listening section in grades 3-8 for the ELA, as well as bilingual dictionaries. Former ELLs have the choice of using English and Alternative Language Editions of the State exams, if their language is a lower-incidence language then oral translation can be used. For ELLs who choose Native Language Exams may also write their responses in their native language for open-ended questions.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies used for ELL-SWDs are the Wilson program and Reading Reform. Materials used that provide access to academic content areas iPads, apps, worksheets from online and leaptrack. Native language materials used are dictionaries, bilingual books, bilingual websites. Some examples of native language texts used are the Oxford Picture Dictionary for Children, which comes in multiple languages. At PS 261, we mainly use the Arabic and Spanish versions, but there are other languages available. There are also bilingual books that are used by both the ELL providers and the children to develop literacy skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 261 modifies the curriculum by using a mix of push-in and pull out. By having small group settings the students can focus on the material at hand. The instructor can also provide ELL-SWDs with individualized attention to better achieve their IEP goals. We try to mainstream whenever possible. Generally this is done one or two periods out of the day. All ELLs and self contained students are joined with another appropriate grade level class during all specials.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

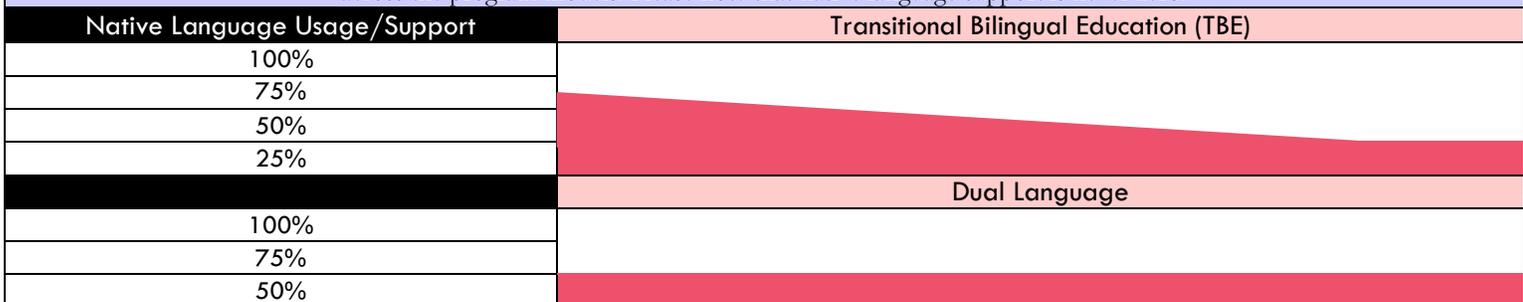
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted Intervention programs English Language Arts:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Provide high-interest, low level independent reading books for ELLs both in their native language and in English.
- * Create a print rich environment, using ESL dictionaries in an ELA classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Reading Reform for ELL students, after-school ESL program and Early Morning Jumpstart.

Targeted Intervention programs in Social Studies Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Create a print rich environment, using ESL dictionaries in a Social Studies classroom.
- * Provide content vocabulary support.
- * Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.

Targeted Interventions for LAP in Mathematics Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- * Allow students to communicate their problem solving skills in Math.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Incorporate writing in the math lesson.
- * Students work closely with the Math Coach
- * Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction.
- * Math after-school program.

Targeted Intervention program in Science Content Area

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- * Create a print rich environment, using ESL dictionaries in a Science classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Provide content vocabulary support.

Plan for ELLs Requiring Intervention Support:

If intervention is required, PS 261 has a multitude of providers willing to provide additional support. There are two bilingual speech therapists. The ELLs that need to be in ICT or 12:1 classes are placed into those classrooms for extra support. SIFE students and their level of English and academic success will vary, as will our instructional approaches and classroom modifications. SETSS, Speech and AIS services provided are reflective of each student's IEP goals and review of ongoing assessment data. ELLs are entitled to testing accommodations for local and state assessments. Targeted intervention programs are with the Math coach and the Early Morning Jumpstart program. ELLs also have monthly conferences with the ELL providers. In addition, other interventions are implemented based on student need, as seen from data. Native Language speech service is provided for Spanish-speaking ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language

development.

The current program is split between the two ELL providers. Evelyn Aleman is the full time ESL teacher. She works with the beginner students grades K-3, along with several of the upper grade students. She meets with her groups five days a week to work on all four modalities. Nina Fan is the part-time ESL teacher. She works with grades 3-5 for two and a half days a week. The students she works with are advanced. Evelyn and Nina decided that by splitting up the grades by levels would work best, since Nina is only at PS 261 for half of the week. Evelyn works with the classroom teachers on Monday mornings to ensure that the content and language development goals are being met. Nina works with the classroom teachers on Tuesday morning to incorporate similar goals into her lessons. Both Evelyn and Nina work with students for the Early Morning Jumpstart program to help lower level students become more fluent in English. PS 261 uses the NYSESLAT, DRAs, ELA, Science and Math assessments are the assessments used. The assessments are reviewed in the beginning of the school year, middle of the school year and the end of the school year. However, both ELL providers will also review assessments periodically, as needed.

11. What new programs or improvements will be considered for the upcoming school year?

Our greatest hope this year is to continue to work closely with the network to continue to support ELLs. This year we have a new addition to the ESL staff so that the ELLs can be serviced

12. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ESL provider during extended day for extra English support. During the school day, there are a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Technology, Music, Chorus, and Arabic are offered as electives.

After school extracurricular activities include chess, photography, yearbook, basketball, bookclub, and arts and crafts.

All students including ELLs are afforded equal access to all programs available. The school makes every effort to translate any notices in the parents preferred language to ensure that the students will be given the same chances. The school has an early morning Jumpstart program where students come in for extra help. There are also after-school reading, writing and math programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At PS 261, we use native language books, both Spanish and Arabic, bilingual dictionaries, and glossaries as instructional materials to support ELLs. ELLs also use technology in the form of iPads, word processing programs, and the Internet. A few other resources used at PS 261 are Words Their Way for ELLs, Leapfrog, BrainPopJr. for both content area and ESL.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is dependent on the student's knowledge of their native language. We incorporate as many native language resources as possible including, but not limited to native language books, bilingual dictionaries, translation services and technology. There is an Arabic language class offered to the students, which promotes the use of language at a young age. It also allows the Arabic speaking students an opportunity to learn Arabic in an academic setting. Using technological resources like iPads, various educational websites online, and Google Translate, is also important for native language support. At this time, PS 261 does not have TBE or Dual Language programs, however, if it is implemented Native Language instruction will be provided in both programs. In a TBE program 60% of the instruction will be in the Native Language and 40% will be in English in the first year. For Dual Language programs, 50% of instruction is in English and 50% is in the other language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services and support always respond to ELLs's ages and grade level since we provide intervention in the students' grade. Students are placed according to age ensuring that they are with peers who are around the same age.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can tour the school building and the ELL provider provides the new ELLs a brief orientation where their parents can address any questions or concerns.

18. What language electives are offered to ELLs?

We offer Arabic as a language objective. It is through a special program with Global Language.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

To maintain ELL training for all staff the administration assess the need based on noticing, trends and staff feedback. The administration works closely with the ELL providers, and Network support to design professional development based on the feedback gathered. Every year, PS 261 incorporates one full-day session of professional development workshop specifically designed for ELL instruction, which addresses the pedagogical and curricular requirements that are aligned to the Common Core. The math and literacy coaches, Karen Kaz and Marcy Mattera, organize cycles throughout all Special Education and ICT classes, which contains majority of our ELL population. The ESL inquiry team also shares at the monthly staff meetings.

Proposed Math Professional Development Plan

2013-2014 (revised as of Oct. 31, 2013)

Professional Development	Goal	Dates	Teachers Involved	Cost	Total Cost
--------------------------	------	-------	-------------------	------	------------

Metamorphosis

Learning Communities To develop leadership within each grade

(LC's are on various topics) Math Leaders

K-Robyn 10/8, 11/12, 12/3, 2/4

1- Jamie G. 2/11,2/25,3/4, 3/25

2- Anne 3/6, 3/13,3/20,3/27

4/5- Megan and Jamie

11/26, 12/10, 1/14, 1/28

\$1,200 per teacher + 16 sub days (4 per teacher) \$6,000

+ \$2400 (subs)=

\$8,400

Coach Learning Collaborative To provide ongoing staff development for the coach 10/18

11/22

12/13

1/17

2/28

3/28 Marcy \$1,200 \$1,200

Planning Days Focus on mapping out curriculum for the 2014-2015 school year, examining CCSS K 5/27

1 5/28

2 5/29

3 5/30

4 6/2

5 6/3 k-Robyn

1-Jamie G.

2-Anne

3- Kim

4- Megan

5- Jamie S. \$2,000

(for all 6 sessions) \$2,000

+ \$1,200 (subs)=

\$3,200

4 day Institute-Grades K-2: Developing Big Ideas, Strategies, and Models in Early Number, Addition, and Subtraction Focus on specific grade level content 12/4

1/8

1/29

2/26 Patrick Fryman

Rebecca Austern

Melissa Farran
 Danielle Taylor Brocco
 Alexandra Catanzaro
 Jamie Fidler 4 teachers
 Paid for by network
 (find out how many are paid?) Paid by Network
 4 day Institute
 Grades 3-5: Developing Big Ideas, Strategies, and Models in Multiplication and Division

Focus on specific grade level content 12/11
 1/15
 2/5
 3/5 Gr. 3-
 Kim
 Sherley

Removed Lindsay \$750 per teacher \$2,250 + \$2400 (subs)=
 \$4650

4 day Institute-Grades 3-6: Developing Big Ideas, Strategies, and Models in Fractions, Decimals, and Percents Focus on
 specific grade level content 11/20
 12/18
 1/22
 2/12 Gr. 4-
 Kelly Nowlin
 Clarisse Galaher

Gr. 5-
 Marietta Alonzo
 Tara McHugh
 Rita Perez
 Catherine Pacilio
 Marissa Torres 6 teachers

Paid for by network
 Paid for by network

FULL One day Institute-
 Grades K-3
 Developing the Basic Facts in Add/Sub Using Routines, Games, and Guided Mini-Lessons To support teachers in Grade 1 in
 developing computational fluency November 21 Grade 1-
 Alexandra + Katie (SETTS teacher)

Kleoneke \$200 per teacher FULL-WAIT LIST
 FULL Grades K-- 5: Developing Problem Solving Strategies in Mathematics Grade 4(10/10, 10/11) Location: TBD Nan
 Colleen
 Judy (SETTS)
 Katie (SETTS) \$375 per teacher FULL-WAIT LIST
 Grades K-5

Developing tools for Effective Conferring To support teachers in effective conferring to support differentiation 1/30
 1/31 Melissa Ledner (K)
 Lindsay Frey (3) \$375 per teacher \$1125 +
 \$1200 (subs)=
 \$2325

One day Institute-
 Grades 3-5
 Developing the Basic Facts in Multiplication/Division Using Routines, Games, and Guided Mini-Lessons To support teachers in

Grade 3-5 in developing computational fluency	October 16	Grade 3:
Kleoneke (jury duty) did not attend		
Nadya		
Judy Salizar (SETTS)	\$200 per teacher	\$400 + \$200(sub for Nadya)=
\$600		
Administrator Day	June 12, 2014	Zipp, Jackie or Sara (or all) FREE
On-site Staff Development	(Stephanie Slabic) Work with Grade 4 on Developing content knowledge inn Fractions and build routines & structures for	
problem solving	11/18	
	11/25	
	12/2	
	12/9	
	12/16	??
David		
david@lucywestpd.com		TOTAL COST:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents along with students are invited to all school related events such as publishing parties, book fairs, writing celebrations, and school trips. Parents are informed about all PTA meeting and encouraged to join. The ESL department also hosts potlucks during the holidays, especially for the families of ELLs to integrate different cultures and allow parents to view what their students are working on at school. The school also keeps parents informed about the workshops for parents where transportation is included. The ESL department informs parents about speakers of interest at OELL. Since there is a high Arabic and Spanish speaking population there are two main translators at our school. Heba Omar, a paraprofessional, assists the ESL department, Evelyn Aleman and Nina Fan, in contacting the Arabic speaking families about parental involvement. Evelyn Aleman translates for the Spanish speaking families.
 2. Our school partners with the Arab-American Family Support Center and the Global Learning I. The Arab-American Family Support Center works to assist Arab-American families in aquiring social services. They have worked alongside PS 261 to create after-school, summer and weekend programs and adult ESL and literacy classes. The Support Center also has classes that assist in citizenship, legal assistance and healthcare.
 3. PS 261 evaluates the needs of the students by first using the Home Language Information Survey. The Home Language Information Survey allows us to identify the language that is most commonly spoken at home. It also tells the ELL coordinator if a student needs to be tested to see if they qualify for services. If the student is found eligible for ESL services, then the process of informing the parents of their rights begins. At the parent orientation for ELLs, the Parent Selection and Program Selection form is collected. If any parent did not receive the form, then there are also copies available at the orientation meeting. Once the forms are collected, the data is analyzed and parental choice is recorded on the ELPC screen in ATS. The forms are copied and the originals are placed in student files, while the copy goes into the ESL binder.
 4. PS 261's parental involvement activities address the needs of the parents two-fold. First, the parents are given an opportunity to interact with other parents in the school. This allows them to be exposed not only to school culture but also learning and understanding of the community itself. The parents are also given an opportunity to learn from each other and from the teachers, as well.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

School Name: PS 261**School DBN: 102**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zipporiah Mills	Principal		1/9/14
Sara Apfel	Assistant Principal		1/9/14
Gerard Piper	Parent Coordinator		1/9/14
Nina Fan	ESL Teacher		1/9/14
Beau Ranhanheim	Parent		1/9/14
Marissa Torres	Teacher/Subject Area		1/9/14
Judy Salazar	Teacher/Subject Area		1/9/14
Marcy Mattera	Coach		1/9/14
	Coach		1/1/01
Christina Camaro	Guidance Counselor		1/9/14
	Network Leader		1/1/01
Evelyn Aleman	Other <u>ESL Teacher</u>		1/9/14
Lindsey Rosenberg	Other <u>Speech</u>		1/9/14
Kristtel Rocha-Billing	Other <u>Speech</u>		1/9/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 261's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Teacher association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine into which languages, school documents, addresses and announcements must be translated.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based upon the data collection and analysis described in the section above, and in consideration of school demographics, P.S. has found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish, Arabic, Polish, Bengali, and Cantonese. The ESL teachers reported these findings to classroom teachers at the beginning of the school year in relation to their class population. Additionally, the Parent coordinator and school administrators were made aware of P.S. 261's linguistic diversity in order to make the appropriate accommodations for communicating with students' families.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P.S. 261 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff and DOE retired educators who are parents translate progress reports, at risk educational plans, field trip notices, and any other documents that are sent home to students' families. Additionally, the ESL teachers look to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P.S. 261's oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, curriculum teas, IEP meetings, and during meetings for children who are at risk of meeting promotion criteria.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In addition to the above description of P.S.261's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language. In addition to the above description of P.S. 261's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities,

including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 261</u>	DBN: <u>15K261</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Rationale:

This Title III LEP program will be for all eligible ELLs. The ESL Social Studies Enrichment Program was created to develop academic language in Social Studies for increased academic achievement in the core content areas aligned to the Common Core State Standards. The students will work on building literacy by reading a variety of non-fiction and historical fiction texts to garner an understanding of their community. Many ELLs at PS 261 are students who have attended school in America and then returned to their home country. Others have little prior knowledge about their neighborhood since they live in a two-income household. We chose to focus on Social Studies because providing exposure to their neighborhood and city will help to promote interest and literacy in the content areas.

This program will use New York City as an important resource where students can learn about the community and history of New York and its immigrants. The students will be exposed to community in New York City along with the development of the city itself. They will learn about how people like themselves shaped the history of the city and of the nation. Beginning with geography, students will learn how to label maps and also familiarize them with content-based vocabulary. The vocabulary will be important to the development of academic language. The map will provide the students with a basic understanding of where they came from to their neighborhood in Brooklyn. The program will also dedicate some time for the students to tour neighborhood in order to grasp an understanding of the neighborhood around them. Students will also learn to read maps for information. For example, the atlas will be used to teach students about different types of climate, landforms, and topography. The first and second graders will also learn about the continents and the oceans. The books will be used for read alouds. There will also be a Brain Pop ESL component where the students will be able to develop language using media.

Subgroup and grade levels to be served

The subgroups targeted would be the new comers that have been in the United States for 2-3 years or missed any instruction about the community around us.

Schedule and Duration

The program runs consecutively for seventeen and a half weeks for an hour twice a week. The program began on November 13th 2014 and will run until April 9th 2015. The classes will be on Thursday and Friday directly after school from 2:40-3:40pm. The subgroups to be served will be 1st- 5th grade only beginners and intermediate students will be served. This will total 30 students. One ESL teacher and one classroom teacher will teach the first and second grade while the other ESL teacher and classroom teacher will teach the third and fourth grades. The books listed below will be the books used to teach the first and second grade students. The texts will be used to teach the students decoding, phonics, and

Part B: Direct Instruction Supplemental Program Information

syntax. The books about New York will also focus on different aspects of life in New York, which will develop the students interest in their city. Students will use these books as examples in developing their language skills. Students will also use Oxford picture dictionaries to enrich their vocabulary.

Booklist for 1st and 2nd grade

Barracca, Debra, Sal Barracca, and Mark Buehner. The Adventures of Taxi Dog. Dial, 1990

Sweeny, Joan, Me on the Map. Dragonflybooks, 1998.

Evan-Moor Educational Publisher. Beginning Geography: How to Use a Map. Evan-Moor, 1992.

Swender, and Selina Alko. My Subway Ride. Gibbs Smith, 2004.

Oxford Picture Dictionary

Books for the third and fourth grade

Maestro, Betsy. Coming To America: The Story of Immigration. Scholastic Press, 1996.

Prokos, Anna. World Atlas. DK Celebration Press, 2005.

Jackson, Kay. Ways to Find Your Way: Types of Maps. Capstone Press, 2008.

Takabayashi, Mari. I Live in Brooklyn. Houghton Mifflin Company, 2004

Jakobsen, Kathy My New York Jacobs, Paul DuBois, Jennifer

Oxford Picture Dictionary

Number of and Types of Certified Teachers

2 ESL teachers would run the classes in English with two classroom teachers.

Materials to be used

Books, maps, atlas, laptops, smartboard, brainpop ESL.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL teachers will have a study group with the two classroom teachers. The meetings will study assessing ELLs in the content area. The group will meet four times within the school year. This will be an ongoing study group using the book Authentic Assessment for English Language Learners by J Michael O'Malley and Lorraine Valdez Pierce. This study group will help us to better understand how ELLs acquire language.

Assessing Content Area Literacy for ELLs

January 8th 2015- from 3:40-4:40- Writing Assessment

February 12th 2015 from 3:40-4:40- Content Area Assessment

March 18th from 3:40-4:40- Reading Assessment

Part C: Professional Development

March 26th from 3:40-4:40 Oral Language Assessment

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: Parental engagement activities will be a series of 3 workshops to provide parents with tools needed in order to support their children in language acquisition. The ESL teachers Eveyln Aleman and Nina Fan will lead the parent activities. The first of the series would be a workshop, which encourages literacy at home. Parents will read with the students and the ESL teachers will provide tips and strategies on reading with their children.

The second workshop will consist of ESL websites that will allow students to practice literacy skills at home. Some examples of educational websites to highlight would be starfalls.com, brainpopjr.com, brainpop.com, etc.

The third workshop would be a workshop on teaching parents how to support their children’s comprehension of books both in English and their native language. They will use the 5-W questions. Parents will be notified of these activities by letter. The ESL teacher, Evelyn Aleman, and Heba Omar will provide translated letters for Spanish and Arabic speakers.

Dates:

February 10th 2015 from 2:40-3:40- Promoting Literacy at Home for ELLS

February 23nd 2015 from 2:40-3:40- Technology Skills for ELLs

March 2nd 2015 from 2:40-3:40- Supporting Comprehension for ELLs

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	8,344.62	<u>17.5 weeks @ 4 teachers each</u> <u>\$51.51: 2 days a week for one hour each day (\$7211.40)</u> <u>Inquiry group</u> <u>4 one hour meetings at \$51.51 (\$824.16)</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Parent involvement</u> <u>2 ESL Teachers @ \$51.51 per hour for three one hour sessions (\$309.06)</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p><u>86.96</u></p>	<p><u>Inquiry group</u> <u>4 one hour meetings at \$51.51 (see professional salaries)</u> <u>Parent involvement</u> <u>2 ESL Teachers @ \$51.51 per hour for three one hour sessions (\$309.06)</u></p> <p><u>Booklist</u> <u>Authenic Assessment for English Language Learners Materials and supplies 4 books at (\$20.49)</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p><u>\$2154.25</u></p>	<p><u>Booklist</u> <u>Barracca, Debra, Sal Barracca, and Mark Buehner. The Adventures of Taxi Dog. Dial, 1990 15 books @ (\$12.97)</u></p> <p><u>Takabayashi, Mari. I Live in Brooklyn. Houghton Mifflin Company, 2004- 15 books @ \$12.75</u></p> <p><u>Evan-Moor Educational Publisher. Beginning Geography: How to Use a Map. Evan-Moor, 1992. 15 books @ (\$9.25)</u></p> <p><u>Jackson, Kay. Ways to Find Your Way: Types of Maps. Capstone Press, 2008. 15 books @ (\$6.95)</u></p> <p><u>Jacobs, Paul DuBois, Jennifer 15 books @ (\$14.99)</u></p> <p><u>Swender, and Selina Alko. My Subway Ride. Gibbs Smith, 2004. 15 books @ (\$12.33)</u></p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Maestro, Betsy. Coming To America: The Story of Immigration. Scholastic Press, 1996. 14 books @ (\$4.87)</u></p> <p><u>Prokos, Anna. World Atlas. DK Celebration Press, 2005. 15 books @ (\$10.61)</u></p> <p><u>Sweeny, Joan, Me on the Map. Dragonflybooks, 1998. 15 books @ (\$6.95)</u></p> <p><u>30 Oxford Picture Dictionaries at \$19.72 per book</u></p> <p><u>Classroom supplies for Title III student program: notebooks, chart paper, sticky notes, etc (\$250)</u></p>
Educational Software (Object Code 199)	<u>\$260</u>	<u>Brain Pop ESL for 2 classrooms at \$130 per classroom,</u>
Travel	_____	_____
Other	<u>\$354.53</u>	<p><u>Two ESL teachers @ \$51.51 per hour for one hour. Three sessions (see professional salaries)</u></p> <p><u>Parent involvement expenses snacks @ \$199.64</u></p>
TOTAL	<u>11,200.</u>	_____